

The Montana Standards for Dance										
Dance: Creating	Anchor Standard # 1 : Generate and conceptualize artistic ideas and work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CR.1.Ka	DA:CR.1.1a	DA:CR.1.2a	DA:CR.1.3a	DA:CR.1.4a	DA:CR.1.5a	DA:CR.1.6a	DA:Cr1.7a	DA:Cr1.8a	DA:Cr1.HSa
	a. Respond in movement to a variety of stimuli , including music and dances from diverse cultures	a. Explore movement inspired by a variety of stimuli , including music and dances from diverse cultures	a. Explore movement inspired by a variety of sources, including music and dances from diverse cultures and suggest additional sources for movement ideas	a. Experiment with movement using a variety of self-identified stimuli , including themes from diverse cultures	a. Identify ideas for choreography generated from a variety of stimuli , including themes from diverse cultures	a. Build content for choreography using a variety of stimuli including themes from diverse cultures	a. Relate similar or contrasting choreographic ideas using a variety of stimuli including themes from diverse cultures	a. Compare a variety of stimuli and make choices to expand movement vocabulary and artistic expression , including themes from diverse cultures	a. Investigate and generate movement from a variety of stimuli , including themes from diverse cultures , to develop dance content for an original dance	a. Explore and analyze the process and relationship between a variety of stimuli and movement in an improvisational or choreographed dance study with artistic intent

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CR.1.Ka	DA:CR.1.1a	DA:CR.1.2a	DA:CR.1.3a	DA:CR.1.4a	DA:CR.1.5a	DA:CR.1.6a	DA:CR.1.7a	DA:CR.1.8a	DA:CR.1.HSa
	b. Explore different way to do several basic locomotor and non-locomotor movements	b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance	b. Combine a variety of movements while utilizing and experimenting with the elements of dance	b. Explore a given movement prompt or challenge and demonstrate multiple responses	b. Experiment with the elements of dance to create a movement phrase	b. Construct and explore multiple movement challenges to develop choreographic content	b. Explore various movement vocabularies to choreograph a dance including vocabulary from diverse cultures	b. Explore and explain the use of various movement vocabularies , including those from diverse cultures , to express an artistic intent in choreography with genre-specific dance terminology	b. Articulate and explain personal choices made in choreography to communicate artistic intent using genre-specific dance terminology	b. Challenge skills and build on strengths in an original dance study comparing personal choices with those of well-known choreographers

The Montana Standards for Dance										
Dance: Creating	Anchor Standard # 2 : Organize and develop artistic ideas and work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CR.2.Ka	DA:CR.2.1a	DA:Cr2.1.2a	DA:CR.2.3a	DA:CR.2.4a	DA:CR.2.5a	DA:CR.2.6a	DA:CR.2.7a	DA:CR.2.8a	DA:CR.2.HSa
	a. Improvise a dance that has a simple dance structure	a. Improvise and describe a dance that has a beginning, middle and end using the elements of dance	a. Improvise a dance phrase with a beginning, a middle that has a main idea and a clear end	a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures	a. Experiment with choreographic devices , a variety of movement patterns and structures to create a dance phrase Discuss movement choices	a. Experiment with and explain choreographic possibilities and develop a main idea using a variety of choreographic devices	a. Develop a dance study using choreographic devices and structures to support an artistic intent Explain choreographic choices	a. Create a dance and articulate how the choreographic devices and structures chosen support clear artistic intent	a. Collaborate to choreograph an original dance with clear artistic intent using a variety of choreographic devices and structure	a. Work alone or with others to analyze how chosen choreographic devices and structures inform or clarify artistic intent
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CR.2.Kb	DA:CR.2.1b	DA:CR.2.2b	DA:CR.2.3b	DA:CR.2.4b	DA:CR.2.5b	DA:CR.2.6b	DA:CR.2.7b	DA:CR.2.8b	DA:CR.2.HSb
	b. Explore an idea, feeling, or image, through improvised movement alone or with a partner.	b. Demonstrate movements that express an idea or emotion, including themes found in diverse cultures	b. Choose movements that express a main idea or emotion, including themes found in diverse cultures and explain reasons for choices	b. Develop a dance phrase that expresses and communicates an idea or feeling, including those found in diverse cultures and discuss movement choices	b. Develop a dance study that expresses and communicates a main idea, including themes from diverse cultures and discuss the reasons for movement choices	b. Develop a dance study that expresses and communicates a main idea, including themes from diverse cultures and discuss how the dance communicates that idea	b. Develop a dance study that communicates personal or cultural meaning and evaluate the effectiveness of the movements	b. Develop an original dance study and articulate how artistic criteria serve to communicate its personal or cultural meaning	b. Choreograph a dance and discuss how its artistic criteria clarifies or intensifies the personal or cultural meaning of the dance, including themes from diverse cultures	b. Choreograph an original dance study and develop an artistic statement that communicates its personal, cultural and artistic perspective, including themes from diverse cultures

The Montana Standards for Dance										
Dance: Creating	Anchor Standard # 3 : Refine and complete artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CR.3.Ka	DA:CR.3.1a	DA:CR.3.2a	DA:CR.3.3a	DA:CR.3.4a	DA:CR.3.5a	DA:CR.3.6a	DA:CR.3.7a	DA:CR.3.8a	DA:CR.3.HSa
	a. Change movement through guided improvisational experiences	a. Explore suggestions to change movement in guided improvisation or simple dance phrases	a. Explore suggestions and make choices to change movement within guided improvisation and/or simple dance phrases	a. Revise a short dance study based on feedback and discuss the choices made	a. Revise a short dance study that communicates artistic intent based on peer feedback and self-reflection and explain the choices made	a. Revise a short dance study using feedback from others in order to explore and expand choreographic possibilities	a. Revise original dance compositions using collaboratively developed artistic criteria and relate revisions to artistic intent	a. Revise original dance compositions based on self-reflection and feedback of others and explain how revisions clarify artistic intent	a. Revise choreography alone or with others based on artistic criteria , self-reflection and feedback and explain how revisions clarify artistic intent	a. Clarify the artistic intent of an original dance by synthesizing choreographic devices and dance structures and analyze and document the revision process
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CR.3.Kb	DA:CR.3.1b	DA:CR.3.2b	DA:CR.3.3b	DA:CR.3.4b	DA:CR.3.5b	DA:CR.3.6b	DA:CR.3.7b	DA:CR.3.8b	DA:CR.3.HSb
	b. Use symbols or pictures to document a body shape or position	b. Use symbols or pictures to document different movements	b. Use symbols or pictures to document the elements of dance	b. Use symbols and pictures to document the elements of dance	b. Use symbols and pictures to document relationships among dancers in a dance phrase	b. Record changes in a dance phrase through writing, symbols, or a form of media technology	b. Explore or invent a system to record a dance phrase through writing, symbols, or a form of media technology	b. Investigate and use systems to document a dance phrase	b. Investigate and use systems to document a dance phrase by using words, symbols, or media technologies	b. Create or develop an original dance composition supported by systems of documentation

The Montana Standards for Dance										
Dance: Performing	Anchor Standard # 4: Select, analyze and interpret artistic work for presentation									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.4.Ka	DA:PR.4.1a	DA:PR.4.2a	DA:PR.4.3a	DA:PR.4.4a	DA:PR.4.5a	DA:PR.4.6a	DA:PR.4.7a	DA:PR.4.8a	DA:PR.4.HSa
	a. Identify and demonstrate lines, shapes and circles in general space and return to place	a. Demonstrate locomotor and non-locomotor movements that change body shapes , levels, facings and pathways, alone and with others	a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements and identify symmetrical and asymmetrical body shapes	a. Demonstrate use of positive , negative and three-dimensional space in a dance phrase	a. Embody shapes in a dance phrase alone and with others	a. Integrate air and floor pathways into dance phrases	a. Demonstrate diverse spatial relationships in performance	a. Demonstrate expanded movement vocabulary in diverse dance genres, styles and cultures	a. Expand complexity in the design of body shapes in relation to other dancers, objects and environment	Present an expanded repertoire of movement in space for artistic and expressive clarity
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.4.Kb	DA:PR.4.1b	DA:PR.4.2b	DA:PR.4.3b	DA:PR.4.4b	DA:PR.4.5b	DA:PR.4.6b	DA:PR.4.7b	DA:PR.4.8b	DA:PR.4.HSb
	b. Identify and match movement with varied tempos from sound stimuli	b. Demonstrate steady beat and duration in varying tempos using movement	b. Correlate music phrasing with movement phrasing	b. Explore duration and musical timing through movement improvisation	b. Respond with movement to varied rhythms accompanied by sound stimuli	b. Perform dance phrases using a variety of rhythms generated from internal sources and sound stimuli	b. Demonstrate and present dance phrases using a variety of rhythms and durations	b. Integrate rhythmic and visual interest in dance phrases , using timing, accents and duration	b. Present dance phrases of different lengths that use various tempos	b. Perform dance studies and compositions that use time and tempo in unpredictable ways for artistic expression

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.4.Kc	DA:PR.4.1c	DA:PR.4.2c	DA:PR.4.3c	DA:PR.4.4c	DA:PR.4.5c	DA:PR.4.6c	DA:PR.4.7c	DA:PR.4.8c	DA:PR.4.HSc
	c. Explore different movement qualities	c. Identify movement qualities using simple dance terminology	c. Demonstrate kinesthetic awareness while dancing the movement qualities	c. Select specific movement qualities to express an intent in a dance phrase	c. Expand the range of movement qualities within a dance phrase based on observation and feedback	c. Initiate movement from both the torso and the limbs to explore movement qualities	c. Distinguish between movement qualities and apply them to technique exercises and dance phrases	c. Compare and contrast movement qualities from a variety of dance genres, styles, or cultures and determine what dancers must do to perform them clearly	c. Use movement qualities and dynamics to enhance movements in technique exercises and dance performances	c. Perform dance phrases expressively demonstrating kinesthetic awareness, movement dynamics and smooth transitions

The Montana Standards for Dance										
Dance: Performing	Anchor Standard # 5: Develop and refine artistic techniques and work for presentation									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.5.Ka	DA:PR.5.1a	DA:PR.5.2a	DA:PR.5.3a	DA:PR.5.4a	DA:PR.5.5a	DA:PR.5.6a	DA:PR.5.7a	DA:PR.5.8a	DA:PR.5.HSa
	a. Demonstrate same-side and cross-body movements and shapes	a. Demonstrate a range of movements, shapes and directionality	a. Develop awareness of body patterning and alignment in movement	a. Demonstrate a dance phrase with awareness of body alignment and core strength	a. Demonstrate technical dance skills when replicating and recalling patterns and sequences	a. Recall and execute a series of dance phrases using technical dance skills	a. Embody technical dance skills and movement transitions	a. Expand on embodiment of technical dance skills and movement transitions	a. Replicate, recall and execute spatial designs and musicality using technical dance skills	a. Embody technical dance skills to perform dance choreography in a variety of dance genres including themes from diverse cultures
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.5.Kb	DA:PR.5.1b	DA:PR.5.2b	DA:PR.5.3b	DA:PR.5.4b	DA:PR.5.5b	DA:PR.5.6b	DA:PR.5.7b	DA:PR.5.8b	DA:PR.5.HSa
	b. Move safely in general space respecting personal space and start and stop on cue	b. Move safely in general space respecting personal space through a range of activities and group formations	b. Demonstrate an ability to share personal space safely in a range of activities	b. Coordinate with other dancers to safely change levels, directions and pathways	b. Explore and discuss techniques and safe practices, including healthful nutrition , that extend movement range, build strength and develop endurance for dance	b. Demonstrate safe body-use practices during technical exercises and movement combinations to promote safe and healthful strategies for dance	b. Apply basic anatomical knowledge, spatial awareness and nutrition before, during and after dancing	b. Utilize healthful practices and sound nutrition in dance activities and everyday life and discuss how these choices enhance performance	b. Evaluate personal choices made in dance activities and everyday life, the effects experienced and methods for improvement	b. Develop a plan for healthful practices in dance activities and everyday life

The Montana Standards for Dance										
Dance: Performing	Anchor Standard # 6: Convey meaning through the presentation of artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.6.Ka	DA:PR.6.1a	DA:PR.6.2a	DA:PR.6.3a	DA:PR.6.4a	DA:PR.6.5a	DA:PR.6.6a	DA:PR.6.7a	DA:PR.6.8a	DA:PR.6.HSa
	a. Dance for and with others in a designated space	a. Dance for others in a space where audience and performers occupy different areas	a. Dance for and with others in a space where audience and performers occupy different areas	a. Identify the main areas of a dance performance space using production terminology	a. Create a formal dance performance space from an informal setting	a. Work collaboratively to adapt dance to alternative performance venues	a. Use proper etiquette during dance class, rehearsal and performance	a. Document efforts and create a plan for on-going improvements in dance performance	a. Demonstrate leadership qualities when preparing for dance performances	a. Demonstrate leadership qualities, rehearsal and performance etiquette and develop professionalism in dance
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:PR.6.Kb	DA:PR.6.1b	DA:PR.6.2a	DA:PR.6.3a	DA:PR.6.4a	DA:PR.6.5a	DA:PR.6.6a	DA:PR.6.7a	DA:PR.6.8a	DA:PR.6.HSa
	b. Select a prop to use as part of a dance	b. Explore the use of simple props to enhance dance performance	b. Use basic production elements to enhance dance performance	b. Explore simple production elements for a dance performed for an audience	b. Experiment with a variety of production elements to heighten the artistic intent and audience experience in a dance performance	b. Select production elements for artistic intent that are adaptable for various dance performance spaces	b. Compare, contrast and select a variety of possible dance production elements and explain reasons for choices using production terminology	b. Explore dance production possibilities in terms of venues, audiences and situations using production terminology	b. Collaborate to design and execute dance productions	b. Work collaboratively to produce a dance production which fulfills the artistic intent of the dance work

The Montana Standards for Dance										
Dance: Responding	Anchor Standard # 7: Perceive and analyze artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:RE.7.Ka	DA:RE.7.1a	DA:RE.7.2a	DA:RE.7.3a	DA:RE.7.4a	DA:RE.7.5a	DA:RE.7.6a	DA:RE.7.7a	DA:RE.7.8a	DA:RE.7.HSa
	a. Find a movement that repeats in a dance	a. Find a movement in a dance that repeats in a pattern	a. Find movements in a dance that develop a pattern	a. Find a movement pattern that creates a dance phrase in a dance study	a. Identify movement patterns that create a style or theme in a dance study	a. Find meaning or artistic intent from movement patterns in a dance study	a. Describe or demonstrate recurring movement patterns and their relationships in dance	a. Compare, contrast and discuss movement patterns and their relationships in dance	a. Demonstrate and analyze movement patterns in a dance study in the context of artistic intent	a. Analyze movement patterns in a variety of genres and styles from diverse cultures and explain how they create structure and artistic intent in choreography
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:RE.7.Kb	DA:RE.7.1b	DA:RE.7.2b	DA:RE.7.3b	DA:RE.7.4b	DA:RE.7.5b	DA:RE.7.6b	DA:RE.7.7b	DA:RE.7.8b	DA:RE.7.HSb
	b. Demonstrate and describe observed or performed dance movements	b. Demonstrate and describe movements in observed or performed dances from different genres or diverse cultures , including the cultures of American Indians	b. Demonstrate, describe and compare movements in observed or performed dances from different genres or diverse cultures , including the cultures of American Indians	b. Compare and contrast dance genres or cultural movement practices from diverse cultures , including the cultures of American Indians	b. Demonstrate and explain how dance styles differ within a genre or a cultural movement practice , including the cultures of American Indians	b. Describe one's own cultural movement practices and compare to diverse dance genres , styles , or cultural movement practices	b. Compare and contrast the elements of dance in a variety of genres , styles or cultural movement practices , including the cultures of American Indians	b. Explain how the elements of dance are used in a variety of genres , styles or cultural movement practices , including the cultures of American Indians, using genre-specific dance terminology	b. Explain how the elements of dance are used to communicate intent in a variety of genres , styles or cultural movement practices , including the cultures of American Indians, using genre-specific dance terminology	b. Analyze the elements of dance in a variety of genres , styles , or cultural movement practices , including the cultures of American Indians, using context to communicate aesthetic values

The Montana Standards for Dance										
Dance: Responding	Anchor Standard # 8: Construct meaningful interpretations of artistic works									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:RE.8.Ka	DA:RE.8.1a	DA:RE.8.2a	DA:RE.8.3a	DA:RE.8.4a	DA:RE.8.5a	DA:RE.8.6a	DA:RE.8.7a	DA:RE.8.8a	DA:RE.8.HSa
	a. Observe movement and describe it	a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology	a. Identify meaning and intent from the movement in a dance	a. Explain how specific movements relate to the main idea of a dance	a. Identify intent of a dance by relating the movements , ideas and context using basic dance terminology	a. Explain how movement can communicate meaning and intent in a dance using basic dance terminology	a. Compare the meaning and artistic expression of different dances through context and the elements of dance	a.: Compare and contrast different dances and their use of context and the elements of dance to create meaning and express artistic intent	a. Explain how the relationships among the elements of dance and context enhance meaning and support intent in a dance using genre specific dance terminology	a. Analyze and interpret how the elements of dance , execution of movement and context contribute to artistic expression across different genres, styles, or cultural movement practices

The Montana Standards for Dance										
Dance: Responding	Anchor Standard # 9: Apply criteria to evaluate artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:RE.9.Ka	DA:RE.9.1a	DA:RE.9.2a	DA:RE.9.3a	DA:RE.9.4a	DA:RE.9.5a	DA:RE.9.6a	DA:RE.9.7a	DA:RE.9.8a	DA:RE.9.HSa
	a.Demonstrate and describe a movement in a dance that attracts attention	a. Identify and demonstrate several movements in a dance that attract attention	a. Observe or demonstrate dances from a specific genre or culture , including American Indian cultures	a. Compare and contrast characteristic movements in dances from a variety of genres, styles or cultures , including American Indian cultures	a. Discuss and demonstrate the movement characteristics of a dance that make it artistic	a. Compare and contrast how movement characteristics from dances in a variety of genres, styles or cultures make a dance artistic and meaningful	a. Develop artistic criteria to critique the movement characteristics and intent of a dance	a. Compare movement characteristics , intent and content of dances from a variety of genres, styles and cultures , including American Indian cultures	a. Use artistic criteria to determine what makes an effective performance	a. Analyze the artistic expression of a dance and discuss insights using evaluative criteria and genre-specific dance terminology

The Montana Standards for Dance

Dance: Connecting	Anchor Standard # 10: Synthesize and relate knowledge and personal experiences to make art									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CN.10.Ka	DA:CN.10.1a	DA:CN.10.2a	DA:CN.10.3a	DA:CN.10.4a	DA:CN.10.5a	DA:CN.10.6a	DA:CN.10.7a	DA:CN.10.8a	DA:CN.10.HSa
	a. Recognize and name an emotion expressed in a dance and relate it to a personal experience	a. Find a movement in a dance that relates to a personal experience	a. Create and perform a dance that expresses personal meaning and explain how certain movements express this meaning	a. Discuss and compare personal experiences to an observed dance	a. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships ideas or perspectives	a. Compare and discuss feelings and ideas evoked by two dances with contrasting themes	a. Identify movement characteristics in a specific genre or culture, including American Indian cultures and relate to personal perspectives	a. Compare and contrast movement characteristics observed in a variety of dance genres and cultures , including American Indian cultures and discuss how different perspectives are communicated	a. Analyze how connections found in a variety of dances relate to the development of personal perspective	a. Analyze a dance to determine the ideas expressed by the choreographer and how the content and context relate to personal perspective

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CN.10.Kb	DA:CN.10.1b	DA:CN.10.2b	DA:CN.10.3b	DA:CN.10.4b	DA:CN.10.5b	DA:CN.10.6b	DA:CN.10.7b	DA:CN.10.8b	DA:CN.10.HSb
	b. Express a work of visual art through movement including themes found in diverse cultures	b.Demonstrate the main idea of an illustrated story through movement	b. Create movement in response to a theme and discuss how certain movements express a specific idea found in traditional American Indian cultures	b. Create movement based on an event or issue and discuss how movement can express different perspectives	b.Choreograph movements that communicate information from a topic of study in school including themes from diverse cultures	b.Choreograph a dance that expresses a topic or concept and discuss how the dance communicates the ideas	b. Choreograph a dance that expresses a specific point of view about a social or cultural issue and discuss whether or not it aligns with personal perspectives	b. Choreograph a dance that evokes the essence and tells the historical story of a chosen style, genre or culture	b. Create representative movement phrases of two contrasting ideas and discuss how choreography deepens the understanding of ideas	b. Create and perform a piece of choreography inspired by a researched topic of interest and discuss how the dance communicates new perspectives or realizations

The Montana Standards for Dance										
Dance: Connecting	Anchor Standard # 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	DA:CN.11.Ka	DA:CN.11.1a	DA:CN.11.2a	DA:CN.11.3a	DA:CN.11.4a	DA:CN.11.5a	DA:CN.11.6a	DA:CN.11.7a	DA:CN.11.8a	DA:CN.11.HSa
	a. Describe or demonstrate movement in a dance including dances from diverse cultures	a. Demonstrate and describe movements found in dances including dances from diverse cultures	a. Watch dances from diverse cultures and discuss the relationship between the types of movement and the people performing	a. Identify and explain what the movements of a dance may communicate about the culture from which it was derived	a. Describe how specific movements of a dance relate to the culture and time period from which the dance originated	a. Describe how specific movements or qualities of a dance communicate the ideas and perspectives of the culture from which the dance originated	a. Demonstrate how the movements and qualities of a dance communicate its cultural and historical purpose or meaning	a. Compare and contrast dances performed by various peoples and discuss the ideas and perspectives that are important to different cultures	a. Analyze how dances from a variety of cultures and time periods reveal the ideas and perspectives of the people	a. Analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning

Dance Glossary of Terms

Alignment the process of adjusting the skeletal and muscular systems in relationship to gravity to support effective functionality

Alternative performance venue a performance site other than a theater (for example, classroom, site specific venue, or natural environment)

Artistic criteria aspects of craft and technique used to fulfill artistic intent or as guidelines for evaluation

Artistic expression the manifestations of artistic intent through dance, drama, music, poetry, fiction, painting, sculpture or other artistic media. In dance, this involves the dance and the dancers within a context

Artistic intent the purpose, main idea and expressive or communicative goal(s) of a dance study, choreographic work, or performance

Artistic statement an artist's verbal or written introduction of their work from their own perspective to convey a deeper meaning, purpose, or intention

Body patterning neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline])

Body shape the form or outline of an area created by and with the body

Choreographic devices manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, canon, retrograde, call and response) in order to create organization, purpose, or meaning

Choreography the act of arranging, designing and manipulating movement and bodies in space

Core strength the strength of the underlying muscles of the torso and lower abdomen, which help to determine and support posture

Cross-body movement in which distal ends (arms, legs) cross over the midline of the body (also known as cross lateral)

Cultural movement practice physical movements of a dance that are associated with a particular country, community, ethnic group, or people

Culture values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art and food. In Montana, culture may apply specifically to Native tribes including but not limited to Salish, Pend d'Oreille, Kootenai, Blackfeet, Chippewa, Plains Cree, Gros Ventre, Assiniboine, Sioux, Northern Cheyenne, Crow, or Little Shell Chippewa

Dance composition the act of combining movement phrase work, elements and structures to create a whole piece of dance choreography

Dance phrase a brief sequence of related movements that have a sense of continuity and completion

Dance structures the organization of movement elements to support the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form

Dance study a short dance that is comprised of several dance phrases based on an artistic idea

Dance terminology vocabulary used to describe dance and dance experiences

simple dance terminology: basic pedestrian language (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march and gallop; and non-locomotor words bend, twist, turn, open and close)

basic dance terminology: vocabulary used to describe dance movement techniques, structures, works and experiences that are widely shared in the field of dance (for example, stage terminology, compositional vocabulary, language defining dance structures and devices, anatomical references, dance techniques such as alignment or “line”)

genre-specific dance terminology: words used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap and others (for example, in Polynesian dance (Hula), auwana, kahiko, halau, kaholo, uwehe, ami); in ballet: glissade, pas de bouree, pas de chat, arabesque; in jazz: kick ball change, pencil turn, jazz walk, jazz run; in modern: contraction, triplets, spiral, pivot turn; and in tap: shuffle-step, cramp roll, riff, wing, time step

Dance work a complete dance that has a beginning, middle (development) and end

Directionality an awareness or relationship to direction in space

Document to record artistic work (through video, still photography, line drawings and stage patterns)

Duration the length of time a movement or action occurs

Dynamics the qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy” (for example, lyrical, sustained, quick, light, or strong)

Elements of dance the key components of movement; movement of the body using space, time and energy; often referred to as the elements of movement

Embody to physicalize a movement, concept or idea through the body

Evaluative criteria the definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance

Explore investigate multiple movement possibilities to learn more about an idea

General space spatial orientation that is not focused towards one area of a studio or stage

Genre a category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices)

Initiate to begin; often in dance referring to where the movement is coming from

Internal sources inspiration that comes from the body (breath, heartbeat, pulse) or imagination and thought

Improvise dance created and performed spontaneously or “in the moment”, often within a framework

Kinesthetic awareness pertaining to sensations and understanding of bodily movement

Locomotor movement that travels through space from one location to another (for example, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop, prance, hop, skip, slide, leap)

Media technologies film, photographic and computer-based technologies used in the documentation and expression of art

Movement the act of moving your body, or a part of your body, from one place or position to another

Movement characteristics the qualities, elements, or dynamics that describe or define a movement

Movement qualities the particular use of energy (i.e. smooth, jagged, percussive) to express dynamic differences in movement

Movement patterns a discernable grouping of movements that creates a form

Movement prompt a verbal or musical directive to invite movement (including starting/stopping, change in dance phrase, change in movement, etc)

Movement vocabulary the language used to talk about, describe, or incite movement

Musicality an awareness of music and rhythm

Negative space the empty space around and between a body or object

Non-locomotor movement that remains in place and does not travel from one location to another or in a pathway through space (for example, bend, twist, turn, open, close, swing, sway, spin, reach, pull). Also known as axial movement

Performance etiquette performance values and expected behaviors when rehearsing, performing, or witnessing a performance (for example, no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends)

Personal space the area of space directly surrounding one’s body extending as far as a person can reach; also called the kinesphere

Positive space the actual matter that occupies space (a body, an object, etc)

Production elements aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props)

Production terminology words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

Rhythm the patterning or structuring of time through movement or sound

Same-side movement that occurs without crossing the midline of the body

Space components of dance involving direction, pathways, facings, levels, shapes and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

Spatial design pre-determined use of directions, levels, pathways, formations and body shapes

Spatial relationships refers to how one body or object located in space relates to another

Stimuli sensorial or conceptual input that inspires action, feeling, or thought (such as a sound, prop, or event)

Style dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, *Graham technique* is a style of Modern Dance; *rhythm tap* is a style of Percussive Dance; *Macedonian folk dance* is a style of International Folk dance; *Congolese dance* is a style of African Dance)

Technical dance skills the degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed and range)

Tempo the pace or speed of a pulse or beat underlying music or movement (plural: *tempi or tempos*)

Theme a unifying or dominate idea, motif, or element within a piece of choreography

Transitions the movement or change from one position, state, movement, shape, idea, to another